



World Language - French

Grades 9-12

French II- E

March 2022

Wayne Hills and Wayne Valley

World Language Teachers

**Wayne School District
Curriculum Format**

Content Area/ Grade Level/ Course:	World Languages - French Second Year – Grades 9-12 French II
Unit Plan Title:	Reprise and Unité 1 (leçons 1-4) - Qui suis -je?
Time Frame	60 days

World Language Standards

- 7.1.NH.IPRET.1:** Identify familiar words and phrases in culturally authentic materials related to targeted themes.
- 7.1.NH.IPRET.2:** Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
- 7.1.NH.IPRET.3:** Respond and act on a series of oral and written instructions, directions, and commands.
- 7.1.NH.IPRET.4:** Recognize some common gestures and cultural practices associated with target culture(s).
- 7.1.NH.IPRET.5:** Identify some unique linguistic elements in the target culture.
- 7.1.NH.IPRET.6:** Interpret some common cultural practices associated with the target culture(s).
- 7.1.NH.IPRET.7:** Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
- 7.1.NH.IPRET.8:** Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
- 7.1.NH.IPERS.1:** Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
- 7.1.NH.IPERS.2:** Ask and respond to questions on practiced topics and on information from other subjects.
- 7.1.NH.IPERS.3:** Make requests and express preferences in classroom settings and in various social situations.
- 7.1.NH.IPERS.4:** Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
- 7.1.NH.IPERS.5:** Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.IPERS.6:** Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
- 7.1.NH.PRSNT.1:** Recombine basic information at the phrase and sentence level related to everyday topics and themes.
- 7.1.NH.PRSNT.2:** Create and present brief messages using familiar vocabulary orally or in writing.
- 7.1.NH.PRSNT.3:** Describe orally and in writing people and things from the home and school environment.
- 7.1.NH.PRSNT.4:** Tell or retell stories from age and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NH.PRSNT.5:** When speaking and writing, use simple sentences and try to connect them with a few transition words.

7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

College and Career Readiness Standards

9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.

9.4.2.CT.2: Identify possible approaches and resources to execute a plan.

9.4.2.CT.3: Use a variety of types of thinking to solve problems.

Interdisciplinary Standard Number(s)

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Unit Summary

In Reprise, students will meet new friends who live in different regions of France. They will also have the opportunity to activate some of the basic communication skills that they learned last year. In particular, They will review how to ...

- count
- give the date and tell time
- talk about the weather
- describe various things they own
- talk about places they often go
- talk about their daily activities
- say what they like and don't

In unit 1, students will discover more about the diversity of France and its people. They will learn ...

- to give basic information about themselves and their family
- to name many professions
- to describe their friends and other people
- to say how they feel

- to talk about what they plan to do and what they have recently done

They will also be able ...

- to introduce their friends to other people
- to make a telephone call

Essential Question(s)

In the target language:

- Can I count?
- Can I give the date and tell time?
- Can I talk about the weather?
- Can I describe various things I own?
- Can I talking about places where I often go?
- Can I talk about my daily activities?
- Can I say what I like and don't like to do?
- Can I ask and answer questions?
- Can I give basic information about myself and my family?
- Can I talk about professions?
- Can I describe friends and other people?
- Can I say how you feel?
- Can I talk about what I plan to do and what I have recently done?
- Can I introduce people to each other?
- Can I make a telephone call?

ACTFL Can-Do Statements - Proficiency Benchmarks

Communication:

Interpretive: I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.

Interpersonal: I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.

Presentational: I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phases, and simple sentences through spoken, written and signed language.

Intercultural Communication:

Investigate: In my own and other cultures I can identify products and practices to help me understand perspectives.

Interact: I can interact at a survival level in some familiar everyday context.

Enduring Understandings

- Successful communication is knowing how, when and why to convey a message to different audiences.
- Communication is the ability to understand and be understood in real world contexts.
- The ability to use first language to help decipher and recognize words and phrases is a useful tool in the target language.
- Cultural perspectives are gained by using the language and through experience with its products and practices.
- Making cultural assumptions based on 21st Century perspective may lead to misunderstandings and/or misinformation.
- Hobbies and activities are very similar between cultures.
- The way that people are described do not differ significantly between languages.

In this unit plan, the following 21st Century themes and skills are addressed.

Check all that apply.
21st Century Themes

Indicate whether these skills are *E-Encouraged, T-Taught, or A-Assessed* in this unit by marking *E, T, A* on the line before the appropriate skill.

21st Century Skills

X	Global Awareness
X	Environmental Literacy
<input type="checkbox"/>	Health Literacy
X	Civic Literacy
X	Financial, Economic, Business, and Entrepreneurial Literacy

E	Creativity and Innovation
E,T,A	Critical Thinking and Problem Solving
E,T,A	Communication
E	Collaboration

Student Learning Targets/Objectives (Students will know/Students will understand)

REPRISE

COMMUNICATION

- Giving the date and telling time
- Talking about the weather
- Discussing daily activities
- Telling what you like and don't like to do
- Talking about places you go

CULTURES

- Learning about French schools
- Learning what French teens like to study
- Learning what French teens like to do in their free time
- Learning about the euro

CONNECTIONS

- Connecting to Math: Continuing a number set
- Connecting to Geography: Learning about time zones
- Checking prices in a catalogue

COMPARISONS

- Comparing French handwritten 1's and 7's with those of the U.S.
- Comparing French time to American time

COMMUNITIES

- Using French for personal enjoyment
- Using French to correspond with a pen pal

Unité 1

COMMUNICATION

- Giving basic information about yourself and your family
- Talking about professions
- Describing friends and other people
- Saying how you feel
- Talking about what you plan to do and what you have recently done
- Introducing people to each other
- Making a telephone call

CULTURES

- Learning about the diversity of France and its people
- Learning about French invitations and announcements

CONNECTIONS

- Connecting to Math: Using deductive reasoning to figure out a puzzle
- Connecting to English: Recognizing cognates
- Researching professions

COMPARISONS

- Comparing the diversity and location of the populations of France and the U.S.
- Comparing French and American holidays
- Learning about the influence of other countries on France
- Learning about French-speaking European countries

COMMUNITIES

- Using French in school clubs
- Using French at work

Grammar

- Les expressions avec être
- Les adjectifs: formes et position
- Quelques adjectifs irréguliers
- C'est ou il est
- Les expressions avec avoir
- Les expressions avec faire
- Les questions avec inversion
- Le verbe aller; la construction aller + infinitif
- Le verbe venir; la construction venir de + infinitif
- Le présent avec depuis p. 70

Vocabulary

- L'identité
- La nationalité
- La famille et les amis
- La profession
- Quelques professions
- Les présentations
- Au téléphone
- Quelques expressions avec être
- Quelques descriptions
- La personnalité
- Quelques expressions avec avoir

Assessments (Pre, Formative, Summative, Other) *Denote required common assessments with an **

- IPA (Integrated Performance Assessments)
- Formal written unit assessment*
- Teacher observation
- Quizzes

- Homework
- Writing samples
- Oral/aural – formal and informal
- Interpretive: Reading of authentic texts (websites, stories and other literature, articles, signs)*
- Interpretive: Listening to authentic texts (speeches, messages, songs, radio news, ads)*
- Interpretive : Viewing of authentic materials (videos, movies, presentations, TV shows, commercials, news, plays, etc.)*
- Interpersonal: Speaking and listening (conversation)*
- Interpersonal: Reading and writing (text messages, messages on social media, letters etc.)*
- Presentational: Writing and Speaking Writing (messages, articles, advertisements, flyers, brochures, short stories, reports, scripts, Powerpoint presentations, etc.)*
- Presentational : Speaking (telling a story, giving a speech, TV or radio news, drama presentations including skit, etc.)*

Teaching and Learning Activities

<i>Activities</i>	<p>Presentational tasks</p> <p>Interpersonal tasks</p> <p>Interpretive tasks</p> <p>Authentic Resources for all modes of communication</p> <p>Students describe themselves and others</p> <p>Compare school-life in France to school-life in the US</p> <p>Discuss school and courses</p> <p>Textbook, workbook and online activities</p> <p>CD and DVD listening and comprehensions</p>
<i>Differentiation Strategies</i>	<ul style="list-style-type: none"> • Create picture cards for vocabulary reinforcement • Create index cards for vocabulary reinforcement • Use visual aids to present new material, i.e. Google Slides presentations, crossword puzzles and picture cards, videos • Kinesthetic: TPR, use of manipulatives • Choice of activities where possible • Create color-coded vocabulary cards • Strategy and flexible groups based on formative assessment or student choice • One:One conferring with teacher • Choice of narrative or persuasive text composition • Differentiated checklists and rubrics (if appropriate) • Student selected goals for writing • Level of independence • Consult mentor texts to support writing • ELL Supports and Extension activities are included with each lesson • Differentiation Strategies for Special Education Students • Differentiation Strategies for Gifted and Talented Students • Differentiation Strategies for ELL Students • Differentiation Strategies for At Risk Students

Resources

- Authentic Resources - things that were created for native speakers by native speakers - videos, infographics, readings songs, movies , short films, commercials, etc
- Textbook
- Workbook

- Unit CD and DVD
- Kahoot
- Quizlet
- Quizlet Live
- YouTube
- Pinterest
- Blooket
- Gimkit
- Flipgrid
- Quizizz

Content Area/ Grade Level/ Course:	World Languages - French Second Year – Grades 9-12 French II
Unit Plan Title:	Unité 6 (Bleu - leçons 17-20) - Le shopping
Time Frame	40 days

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Unit Summary

When students visit France, they will enjoy going window shopping. In fact, they will probably want to try on a few items and buy something special to bring home.

In this unit, students will learn ...

- to name and describe the clothes you wear

- to discuss style
- to shop for clothes and other items
- to talk about money

You will also be able ...

- to make comparisons
- to point out certain people or objects to your friends

Essential Question(s)

In the target language:

- Can I name and describe clothing?
- Can I describe style?
- Can I shop for clothes and other items?
- Can I talk about money?
- Can I make comparisons?
- Can I point out certain people and objects?

ACTFL Can-Do Statements - Proficiency Benchmarks

Communication:

Interpretive: I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.

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Investigate: In my own and other cultures I can identify products and practices to help me understand perspectives.

Interact: I can interact at a survival level in some familiar everyday context.

Enduring Understandings

- Successful communication is knowing how, when and why to convey a message to different audiences.
- Communication is the ability to understand and be understood in real world contexts.
- Cultural perspectives are gained by using the language and through experience with its products and practices.
- The ability to use first language to help decipher and recognize words and phrases is a useful tool in the target language.
- The ways in which people are described do not differ significantly between languages.
- Speaking another language gives you insight into another culture's customs, view and perspectives.
- Making cultural assumptions based on 21st Century perspective may lead to misunderstandings and/or misinformation.

Check all that apply. 21 st Century Themes		Indicate whether these skills are E-Encouraged , T-Taught , or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill. 21 st Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input type="checkbox"/>	Creativity and Innovation
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/>	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input type="checkbox"/>	Communication
<input checked="" type="checkbox"/>	Civic Literacy	<input type="checkbox"/>	Collaboration

Student Learning Targets/Objectives (Students will know/Students will understand)**COMMUNICATION**

- Naming and describing clothes
- Discussing style
- Shopping for clothes and other items
- Talking about money
- Making comparisons
- Pointing out certain people and objects

CULTURES

- Learning about French stores, including le grand magasin
- Learning about French shopping habits and les soldes
- Learning about how French teens buy clothing
- Learning how French teenagers get their spending money
- Learning about North Africa and Algeria

CONNECTIONS

- Connecting to Math: Deciding on purchases within a budget
- Connecting to Computer Science: Using the Internet to do research

COMPARISONS

- Making language comparisons between French and English
- Comparing French and American department stores
- Comparing how teens in France and the U.S. obtain their spending money
- Learning about the Algerian influence on the French way of life

COMMUNITIES

- Surveying people in the community
- Using the Internet to learn about other cultures

Grammar

- Les verbes acheter et préférer
- L'adjectif démonstratif ce
- L'adjectif interrogatif quel?
- Le verbe mettre
- Les verbes réguliers en -ir
- Les adjectifs beau, nouveau et vieux
- La comparaison avec les adjectifs
- Le pronom on
- Les verbes réguliers en -re
- L'impératif

Vocabulary

- Les vêtements
- D'autres vêtements et accessoires
- Dans un magasin
- Les nombres de 100 à 1000

- Verbes comme acheter et préférer
- Verbes réguliers en -ir
- Expressions pour la conversation
- L'argent
- Verbes réguliers en -re

Assessments (Pre, Formative, Summative, Other) Denote required common assessments with an *

- IPA (Integrated Performance Assessments)
- Formal written unit assessment*
- Teacher observation
- Quizzes
- Homework
- Writing samples
- Oral/aural – formal and informal
- Interpretive: Reading of authentic texts (websites, stories and other literature, articles, signs)
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- Presentational: Writing and Speaking Writing (messages, articles, advertisements, flyers, brochures, short stories, reports, scripts, Powerpoint presentations, etc.)
- Presentational : Speaking (telling a story, giving a speech, TV or radio news, drama presentations including skit, etc.)

Teaching and Learning Activities

<p><i>Activities</i></p>	<p>Presentational tasks Interpersonal tasks Interpretive tasks</p> <ul style="list-style-type: none"> • Authentic Resources for all modes of communication • MovieTalks and Pictures Talks • Students describe clothing • Create presentational activities between students regarding shopping. • Fashion show - presentational • Textbook, workbook and online activities • CD and DVD listening and comprehensions
<p><i>Differentiation Strategies</i></p>	<p>Create picture cards for vocabulary reinforcement Create index cards for vocabulary reinforcement Use visual aids to present new material, i.e. Google Slides presentations, crossword puzzles and picture cards, logic puzzles Kinesthetic: TPR, use of manipulatives Choice of activities where possible Create color-coded by adjective agreement</p> <ul style="list-style-type: none"> • Strategy and flexible groups based on formative assessment or student choice • One:One conferring with teacher • Choice of narrative or persuasive text composition • Differentiated checklists and rubrics (if appropriate) • Student selected goals for writing • Level of independence • Consult mentor texts to support writing • ELL Supports and Extension activities are included with each lesson • Differentiation Strategies for Special Education Students

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- Blooket
- Gimkit
- Flipgrid
- Quizizz

Content Area/ Grade Level/ Course:	World Languages - French Second Year – Grades 9-12 French II
Unit Plan Title:	Unité 2 - Leçons 5-8 - Le week-end, enfin!
Time Frame	40 days

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Interdisciplinary Standards

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Unit Summary

In this unit, students will learn ...

- what French young people do on weekends
- how to take the subway in Paris

You will learn how ...

- to describe their own weekend activities: whether they stay home or go to town
- to talk about their other leisure activities
- to describe what they see when they go for a walk or a drive in the country
- to describe what they did yesterday, last weekend, or last summer
- to talk more generally about what happened in the past

Essential Question(s)

In the target language:

- Can I describe what I do on weekends?
- Can I tell where I go and how I get there?
- Can I talk about my leisure time activities?

- Can I describe the countryside?
- Can I talk about the past?
- Can I tell about a series of events?
- Can I write a postcard or a message home?

ACTFL Can-Do Statements - Proficiency Benchmarks

Communication:

Interpretive: I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.

Interpersonal: I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.

Presentational: I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written and signed language.

Intercultural Communication:

Investigate: In my own and other cultures I can identify products and practices to help me understand perspectives.

Interact: I can interact at a survival level in some familiar everyday context.

Enduring Understandings

- Successful communication is knowing how, when and why to convey a message to different audiences.
- Communication is the ability to understand and be understood in real world contexts.
- Cultural perspectives are gained by using the language and through experience with its products and practices.
- The ability to use first language to help decipher and recognize words and phrases is a useful tool in the target language.
- Making cultural assumptions based on 21st Century perspective may lead to misunderstandings and/or misinformation.
- The study of other languages and cultures broadens our understanding of our own culture and language.
- Speaking another language gives you insight into another culture’s customs, views and perspectives.

In this unit plan, the following 21st Century themes and skills are addressed.

<i>Check all that apply.</i> 21st Century Themes		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input type="checkbox"/> E	Creativity and Innovation
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/> E,T,A	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input type="checkbox"/> E,T,A	Communication
<input checked="" type="checkbox"/>	Civic Literacy	<input type="checkbox"/> E	Collaboration
<input checked="" type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

COMMUNICATION

- Describing what you do on weekends
- Telling where you go and how you get there
- Telling about your leisure time activities
- Describing the countryside
- Talking about the past
- Telling about a series of events
- Writing a postcard

CULTURES

- Learning about what French teens do on weekends
- Learning about Paris
- Learning how to ride the Paris subway
- Learning about the French people's love of nature

CONNECTIONS

- Connecting to Math: Using logic to sequence events
- Connecting to Math: Using deductive reasoning to figure out a puzzle
- Connecting to Science: Finding out about animals
- Connecting to Geography: Reading a map
- Connecting to Creative Writing: Writing a postcard and writing a story
- Connecting to English: Recognizing cognate patterns

COMPARISONS

- Comparing how teens in France and the U.S. spend the weekend
- Comparing how people in France and the U.S. appreciate the countryside
- Recognizing cognate patterns
- Learning about cognates

COMMUNITIES

- Using French when taking public transportation
- Using French when you travel

Grammar:

- Le passé composé avec avoir
- Le passé composé: forme négative
- Les questions au passé composé
- Les verbes prendre et mettre
- Le verbe voir
- Quelques participes passés irréguliers
- Quelqu'un, quelque chose et leurs contraires
- Le passé composé du verbe aller
- Les verbes comme sortir et partir
- Le passé composé avec être
- L'expression il y a

Vocabulary

- Un week-end en ville
- Un week-end à Paris
- Un week-end à la campagne
- Quand?
- Expressions pour la conversation
- Quelques expressions de temps
- Les verbes conjugués avec être

- IPA (Integrated Performance Assessments)
- Formal written unit assessment*
- Teacher observation
- Quizzes
- Homework
- Writing samples
- Oral/aural – formal and informal
- Interpretive: Reading of authentic texts (websites, stories and other literature, articles, signs)
- Interpretive: Listening to authentic texts (speeches, messages, songs, radio news, ads)
- Interpretive : Viewing of authentic materials (videos, movies, presentations, TV shows, commercials, news, plays, etc.)
- Interpersonal: Speaking and listening (conversation)
- Interpersonal: Reading and writing (text messages, messages on social media, letters etc.)
- Presentational: Writing and Speaking Writing (messages, articles, advertisements, flyers, brochures, short stories, reports, scripts, Powerpoint presentations, etc.)
- Presentational : Speaking (telling a story, giving a speech, TV or radio news, drama presentations including skit, etc.)

Teaching and Learning Activities

<i>Activities</i>	<p>Presentational tasks</p> <p>Interpersonal tasks</p> <p>Interpretive tasks</p> <p>Authentic Resources for all modes of communication</p> <p>MovieTalks and Pictures Talks</p> <p>Students describe the countryside and activities in the countryside</p> <p>Create presentational activities between students regarding spending a day at a farm</p> <p>Activities about things they have done in the past</p> <p>Textbook, workbook and online activities</p> <p>CD and DVD listening and comprehensions</p>
<i>Differentiation Strategies</i>	<ul style="list-style-type: none"> ● Create picture cards for vocabulary reinforcement ● Create index cards for vocabulary reinforcement ● Use visual aids to present new material, i.e. Google Slides presentations, crossword puzzles and picture cards ● Kinesthetic: TPR, use of manipulatives ● Choice of activities where possible ● Create visuals to reinforce the passé composé ● Strategy and flexible groups based on formative assessment or student choice ● One:One conferring with teacher ● Choice of narrative or persuasive text composition ● Differentiated checklists and rubrics (if appropriate) ● Student selected goals for writing ● Level of independence ● Consult mentor texts to support writing ● ELL Supports and Extension activities are included with each lesson ● Differentiation Strategies for Special Education Students ● Differentiation Strategies for Gifted and Talented Students ● Differentiation Strategies for ELL Students ● Differentiation Strategies for At Risk Students

- Authentic Resources - things that were created for native speakers by native speakers - videos, infographics, readings songs, movies , short films, commercials, etc
- Textbook
- Workbook
- Unit CD and DVD
- Kahoot
- Quizlet
- YouTube
- Pinterest
- Blooket
- Gimkit
- Flipgrid
- Quizizz

Content Area/ Grade Level/ Course:	World Languages - French Second Year – Grades 9-12 French II
Unit Plan Title:	Unité 3 (Leçons 9-12) Bon appétit!
Time Frame	40 days

World Language Standards

- 7.1.NH.IPRET.1:** Identify familiar words and phrases in culturally authentic materials related to targeted themes.
- 7.1.NH.IPRET.2:** Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
- 7.1.NH.IPRET.3:** Respond and act on a series of oral and written instructions, directions, and commands.
- 7.1.NH.IPRET.4:** Recognize some common gestures and cultural practices associated with target culture(s).
- 7.1.NH.IPRET.5:** Identify some unique linguistic elements in the target culture.
- 7.1.NH.IPRET.6:** Interpret some common cultural practices associated with the target culture(s).
- 7.1.NH.IPRET.7:** Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
- 7.1.NH.IPRET.8:** Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
- 7.1.NH.IPERS.1:** Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
- 7.1.NH.IPERS.2:** Ask and respond to questions on practiced topics and on information from other subjects.
- 7.1.NH.IPERS.3:** Make requests and express preferences in classroom settings and in various social situations.
- 7.1.NH.IPERS.4:** Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
- 7.1.NH.IPERS.5:** Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.IPERS.6:** Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
- 7.1.NH.PRSNT.1:** Recombine basic information at the phrase and sentence level related to everyday topics and themes.
- 7.1.NH.PRSNT.2:** Create and present brief messages using familiar vocabulary orally or in writing.
- 7.1.NH.PRSNT.3:** Describe orally and in writing people and things from the home and school environment.
- 7.1.NH.PRSNT.4:** Tell or retell stories from age and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NH.PRSNT.5:** When speaking and writing, use simple sentences and try to connect them with a few transition words.

7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

College and Career Readiness Standards

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.

9.4.5.GCA:1: Analyze how culture shapes individual and community perspectives and points of view.

9.4.2.CI:1: Demonstrate openness to new ideas and perspectives.

9.4.5.CI:3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.

9.4.2.CT:1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.

9.4.2.CT:2: Identify possible approaches and resources to execute a plan.

9.4.2.CT:3: Use a variety of types of thinking to solve problems.

Interdisciplinary Standard Number(s)

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Unit Summary

In this unit, students will learn ...

- where French people do their shopping
- what kinds of foods are typically served in French and Québécois restaurants

You will learn how ...

- talk about their favorite food and beverages
- to order in a French café or restaurant
- to shop for food in a French market
- express what they want to do, what they can do and what they must do

Essential Question(s)

In the target language:

- Can I talk about favorite foods and beverages?
- Can I order in a French café or restaurant?
- Can I shop for food in a French market?
- Can I express what you want to do, can do, and must do?

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Student Learning Targets/Objectives (Students will know/Students will understand)

COMMUNICATION

- Talking about favorite foods and beverages
- Ordering in a French café or restaurant
- Shopping for food in a French market
- Expressing what you want to do, can do, and must do

CULTURES

- Learning about shopping in France
- Learning about what is served in restaurants in France and Quebec
- Learning about French fast food
- Learning about French tipping practices
- Learning about French water consumption

CONNECTIONS

- Connecting to Math: Calculating the prices from a menu
- Connecting to English: Relating French and English food expression
- Connecting to Cooking: Making a croque-monsieur
- Connecting to English: Recognizing cognate patterns

COMPARISONS

- Comparing food shopping in France and the U.S.
- Comparing food expressions in France and Quebec
- Comparing French and English food expressions

COMMUNITIES

- Having a class potluck party
- Using French to order in restaurants

Grammar:

- Les verbes vouloir, pouvoir et devoir
- L'article partitif: du, de la
- L'article partitif dans les phrases négatives
- Le verbe boire
- Les verbes comme acheter, préférer et payer
- Le choix des articles
- Expressions de quantité
- L'adjectif tout
- L'expression il faut

Vocabulary

- Les repas
- Au café
- Un repas
- Les courses
- Quelques verbes
- Les quantités
- Expressions de quantité avec de
- D'autres expressions de quantité

Assessments (Pre, Formative, Summative, Other) *Denote required common assessments with an **

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